

THE CEA CRITIC

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November, 1952

The Scholar?

How shall we know a man to be a scholar? By his research? By his teaching? By his publications? By his possession of the Ph.D. label? The answer is not easy. Yet we assume that scholars constitute the faculty of our junior colleges, colleges and universities. And the public assumes it.

What are the relations between the scholarly faculty and the public in these days? Some people say bluntly that the relations are not very good. A widely known university administrator said recently, "A model university at this time is necessarily at war with the public, for the public has little or no idea of what a university is or what it is for. I do not need to tell you what the public thinks about universities. You know as well as I that the public is wrong. The fact that popular misconceptions of the nature and purpose of universities originate in the fantastic misconduct of the universities themselves is not consoling."

What does he mean by "fantastic misconduct"? Or, regardless of what he means, what is the trouble with us scholars? I submit that there are two difficulties. First, we are all too faulty in our attitudes to ideal philosophy. Julian Benda in *La Trahison des Clercs* (trans. 1920, R. Aldington, as *The Treason of the Intellectuals*) observes, "Throughout history, for more than two thousand years until modern times...[came] an unin-

Bureau of Appointments at Boston

With Albert Madeira in charge, the CEA Bureau of Appointments will again provide, at the Boston meetings, facilities for interviews between registrants and prospective employers, to whom the data on candidates will be available. While registrants in this non-profit Bureau are limited to CEA members, any prospective employer is invited to use its services. The Bureau fee for a twelve-month registration period is three dollars. There are no other charges. Registration does not guarantee placement.

For the Boston meetings, the Bureau of Appointments will set up shop in rooms at the Hotel Statler. Registrants intending to be available for consultation in Boston should notify Mr. Madeira right away.

CEA members who are not now Bureau registrants, but who wish to avail themselves of the Bureau services, should inform Mr. Madeira at once, remitting at the same time the twelve-month registration fee of \$3.00.

Since the job-placement services of the Bureau are open only to CEA members, those who want to register with the Bureau, but who are not now members, should remit, in addition to the \$3.00 registration fee, an annual membership fee of \$2.50—\$1.00 for dues and \$1.50 for subscription to *The CEA Critic*. Those joining the CEA now will be considered as paid up through 1953.

terrupted series of philosophers, men of religion, men of literature, artists, men of learning... whose influence, whose life, were in direct opposition to the practical materialism of the multitudes... Thanks to the 'clerks' humanity did evil for two thousand years, but honored good... Now at the end of the nineteenth century a fundamental change occurred: the 'clerks' began to play the game of political power."

One may say that Benda is speaking of Europe in the 1920's. To a degree, the protest is valid. But *Time* (Nov. 5, 1951) comments in an article on American colleges: "Youth... seems to have relatively little ambition to do any of society's organizing. There is also the feeling that it is neither desirable nor practical to do things that are different from what the next fellow is doing... The only issues about which the younger generation seem to be worked up are race relations and world government; but neither of these issues rouses anything approaching an absorbing faith... Said Harold Taylor, president of Sarah Lawrence College, 'I don't blame youth for its moral confusion as much as I do its elders and educators. There does exist a moral idealism and intellectualism in youth which is waiting to be brought out, but the colleges are not doing it.'

Today, many 'clerks' or intellectuals, or scholars, do not have the ideal philosophical attitude of gaining and disseminating the whole truth without bias and of inspiring a similar attitude in younger persons.

A second weakness in attitude among scholars is that we set ourselves all too seldom the conscious task of training leaders. Consider the following remark (TLS, Sept. 7, 1951):

"Research at this time will look after itself; it is conveniently and strongly settled in universities and is far more likely to expand than to be expelled. The idea that universities should educate men and women whose abilities suggest they may hold high place in life is less secure. Education for leadership is an unpopular notion in a society where equalitarian views are strong."

Even if education for leadership is not an unpopular notion with many scholars today, they may be guilty of failing to employ often enough one means of stimulating within themselves and others the desire to lead the friendly discussion group. Said Sir Walter Moerley:

"It is through common living that mental habits of freedom, equitableness, calmness, and moderation can be formed, and also the power to understand men and to lead them."

Another difficulty with us whom the public considers scholars is that often we cannot or do not communicate well to the public.

"The Board of Directors of the ACLS considers that the Council

ANNUAL CEA MEETING

HOTEL STATLER

Boston, Massachusetts

Bay State Room 6:00 P. M. Dec. 28, 1952

6:00 p. m., Dinner (\$4.50 per plate, including gratuity and Old Age Tax)

7:00 p. m., Program.

Ernest E. Leisy (Southern Methodist University), President, College English Association, presiding.

Greetings, President, New England College English Association.

Occasional poem, "Faculty Committee on Teaching," by John Holmes (Tufts College) National CEA Vice President

Discussion: "Teach Teaching to Teachers?"

Participants: John S. Diekhoff, Director, Center for the Study of Liberal Education for Adults. Author: *Milton on Himself*. *Democracy's College*, "Let Mr. Chips Fall Where He May," (American Scholar), "Responsibility for the Training of College Teachers" (Journal of General Education), etc., etc.

John Ciardi, Harvard, Ford Faculty Fellow, 1952-53. Prof. Ciardi, winner of Poetry Awards, translator of Dante, Editor, Twayne editions, now studying methods of effective teaching of poetry to non-English majors and technical students. Especially interested in utilizing the pictorial and other fine arts.

Henry Sams, Director, Summer Session, University of Chicago. Author: (with McNeir) *Problems in Reading and Writing*. Participant, CEA-sponsored liaison meeting with representatives of executive world, Johnny Victor Theatre.

Warner G. Rice, Acting Head, Department of English, University of Michigan. His "Our Ph.D.'s—Where Do They Go from Here?"—published as reprint supplement, April 1952 *CEA Critic*.

Reports: CEA Questionnaire on Courses in Teaching for Future College English Teachers.

Edward Foster (Georgia Institute of Technology), President, Southeastern CEA. CEA adviser on Teaching Research.

For reservations, write to Prof. Franklin Norvish, Department of English, Northeastern University, Huntington Ave., Boston, Mass. He is chairman of the local committee on arrangements. Non-members cordially invited.

has a responsibility to endeavor to bridge the gulf which at present separates the thinking of the learned world from that of Americans as a whole.'

"If then, at this moment, they declare that more humanists must expand their concerns beyond research for its own sake and must learn to influence by their writing and speaking men who are not scholars, this declaration is based not on any derogatory attitude toward research, but on the conviction, reached through a generation's experience as advocate for the humanities, that RESEARCH IS NOT ENOUGH. (Newsletter, ACLS, Dec., 1950.)"

Now are the members of the Council of the ACLS the only people aware of the need for better communication by scholars. A report based on the findings of the President's Commission on Higher Education as published in December, 1947, stated clearly that the concept of what scholarship is needs to be re-formulated so as to include "(1) interpretive ability as well as research ability, (2) skill in synthesis as well as in analysis, (3) achievement in teaching as well as in investigation, and (4) skill in communicating attitudes as well as

facts."

A note of warning, however. Ahron Ben-Shmuel, writing of a sculptor's creed, in the *Magazine of Art*, a few years ago, declared: "It is just as easy to commit suicide, esthetically speaking, by trying to embrace the whole world as it is by locking oneself up in an ivory tower." It is just as easy for the scholar to fall short of his ideal by trying to communicate with the whole world as it is by devoting himself to scholarly research and teaching entirely within academic circles.

Although research, or serious study, is indeed "not enough" for an ideal scholar, there remains in these days, as ever, an obligation for anyone who may be thought of by the public as a scholar to strive to see that his communication of information to the public shall be the communication of information that is true, arrived at fairly, by earnest thought, according to his highest, most disinterested standards.

WILLIAM D. TEMPLETON

Uni. of South. Calif., Los Angeles 7, Calif. (Abridged from address at Calif. CEA meeting, Univ. of Calif. at Los Angeles)

ANNUAL DINNER RESERVATION

(Please fill in and return this blank to Prof. Franklin Norvish, Dept. of English, Northeastern University, Huntington Ave., Boston, Mass.)

Please reserve place(s), in my name, for the CEA dinner, Bay State Room, Hotel Statler, Boston, Dec. 28, 6 p. m.

Enclosed you will find a remittance of at \$4.50 a plate

Name Institution Address (Please make checks payable to Prof. Norvish, Chairman)

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Lest We Fall into Too Facile Agreement

(Comments concerning proposal for "Liaison Mandate," Johnny Victor Theatre meeting of Sept. 8, Mr. James McL. Tompkins presiding.)

First of all, let me express my hearty support of the proposal that our Chairman has placed before us. It seems to me not only a good way to secure the functions discussed during the first half of the meeting, but the only way which gives promise of success.

One of the aspects of our earlier discussion which has interested me especially is that of its omissions, of the things which were not said. Mr. John Tolbert, for example, mentioned certain qualities of humane wisdom as of primary importance to industry, but he did not stop to define precisely what the qualities are or how they are to be fostered by college training. Others have made the same judicious omission.

It would be impracticable for this group, or for any other similar brief meeting of persons, to define precisely the qualities of humane education. The questions to be answered are large ones. In order to address them effectively we shall need time and organization for a close, critical examination of what we are doing and of what we ought to be doing.

Our situation is not that of two activities which need only to be described and explained to one another in order to be understood and approved. On the contrary, we should expect to learn from one another things that we do not know about ourselves. Education can be improved. Not even industry is beyond progressive change.

As a matter of fact, I believe that industry has often been guilty of error in the past in choosing the modes in which it would support educational enterprises. The note of this meeting has been politeness—let me venture, therefore, to find fault for a moment lest we fall into too facile an agreement. I believe that the men of industry have at times given their support to education in the name of a false conception of vocational preparation: too much faith has been placed in the "good business letter" as the *sine qua non* of humane education.

On the other hand, the men of industry have at times given support to a kind of "kept culture," to men whose preeminence in the special hierarchies of academic research are impressive, and necessary to the fundamental health of our culture, but who are largely impudent to the task of undergraduate education which presumably is our primary concern here.

I hope that when the committee which Mr. Tompkins has described is formed, its members will be persons remarkable rather for their interest and experience in undergraduate education than for their status as scholars.

Such a committee may well prove an agency of extraordinary importance to industry and education alike.

HENRY W. SAMS

University of Chicago. Director,
Summer Session (Panelist, 1953
National CEA meeting)

Dr. Williams at Indiana CEA

The seventeenth annual meeting of the Indiana CEA convened at Hanover College, May 16, 17, 1952. There was a full program, combining scholarly and critical papers, and discussions of effective teaching techniques. Those at the meeting greatly enjoyed hearing William Carlos Williams, the guest of the college on May 16, address the student body.

Later, as part of the program, Dr. Robert Liddell Howe spoke on the poetry of Dr. Williams. Said Dr. Howe, in summarizing the poet's position:

"The unit of measure of a poem is its smallest divisible part. This unit can be discovered only by arriving at the cadence of one's language. Collected units of measure make up the line, and collected lines determine the final form of the poem. Then, as Dr. Williams will have it, the form becomes the meaning. Why? Because this form, appropriate to the time, is the only vehicle that allows thought and feeling their full expression. Then form, thought, and feeling become one. They compose the mechanism, the poem, that shows us what we are and what we do. It is evidence of our reality. In other words, form means the synthesis of measure (cadence), thought, and feeling. In this sense form becomes the meaning. To be sure, this looks much like Coleridge's organic unity, only with him and Wordsworth the imagination is the synthesizing power."

The program of the evening was given by Dr. Williams. He spoke of the aims of the artist. One aim is to create pleasure and the other is to display the image which had been created.... He began to write forty years ago in order to get relief from the practice of medicine. He was neither trying to earn money nor to follow old patterns, which bored him. By way of illustration Dr. Williams read to the group poems of his earlier years, such as "Potent" and "The Botticellian Trees." In the latter he used rhythmic organization with-

What Text for American Lit.?

CEA is cooperating with Park College, Parkville, Mo., in distributing to CEA members copies of a 24 page study, "Which Text Shall I Choose for American Literature?", "A Descriptive and Statistical Comparison of Currently Available Survey Anthologies and Reprint Series in American Literature", by Ben W. Fuson, Associate Professor of English, Park College, Parkville, Mo. Each CEA member is entitled to one copy as part of his subscription to *The CEA Critic*, and will be sent his copy on receipt of 10¢ for mailing.

Additional copies may be secured postpaid from the author, or from the CEA Executive Secretary, Box 472, Amherst, Mass., upon receipt of \$50 each, or 3 for \$1.00, or 10 for \$2.50.

This should be a useful reference work for those soon to make their decisions about texts for the second semester. They face the task of choosing from more than two dozen anthologies currently available.

out inversion of phrase and without rhyme. He commented that a poet tries to organize his material in order to satisfy himself and that an artist is not a moralist. In latter years Dr. Williams' poetry was more complex because "materials catch us in a different way." There was more of a humanitarian attitude and more realization that the line had to be measured. At this time he began to think of a poem more like speech, on the ground that "we must make poems more like our lives because we are not aristocratic." Such poems as "A Sort of a Song" and "Figures Dancing" illustrated this phase of his writing. He commented that it is hard to write a song and that this is something to aspire to. Most of the poems of his later years approach the conversational level and are very informal.

The report of the nominating committee proposing the following officers for 1952-1953 was adopted: President, Allen B. Kellogg, Indiana Central College; vice president, Pauline White, Franklin College; secretary-treasurer, Cary B. Graham, Butler University.

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Notations for the Record

The Department of English at Purdue University is this year offering for the second time a year-long course, English 2 and 3, which take the place in the curriculum of the former English 3 but which are concerned with doing a different job.

English 3 was a types course and used an anthology of modern literature to make its points. English 2 and 3 have been established to offset the inevitable effects of "sampling" that inheres in a course like English 3. Instead, each term is now devoted to seven major works selected from world literature, with a slight emphasis on English and American classics.

Plainly, in such a course there is no room for the effects of continuity possible in a survey course, and attention to literary backgrounds is kept to a minimum. Instead, the attention of the students is fixed on each book for its own sake.

It is hoped that the students will profit from the comparatively few but fully developed impressions that such a course supports. Moreover, as the appended lists indicate, the books studied should provide students, in their later years, with constantly useful points of reference—something an anthology-based course is less likely to do. Further, and not an unimportant item, work of this sort is less likely to ask the student to retrace work that has already been done quite satisfactorily in high school.

In short, English 2 and 3 represent a revision of content and aim well in line with the sort of program that at present goes under the name of General Education.

The books used are as follows: English 2: *The Odyssey*, *Madame Bovary*, *Crime and Punishment*, *Great Expectations*, *Huckleberry Finn*, *Joseph Andrews*, *The House of the Seven Gables*.

English 3: *Tchekov's Short Stories*, selected plays by Ibsen, *Gulliver's Travels*, *Boswell's Life of Johnson* (abridged), *Montaigne's Essays*, Frost's poems, and Shakespeare's *King Lear*.

HAROLD W. WATTS

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How It Seems To One Professor, At Least (With Apologies to Charles G. Shaw)

I think S. J. Perelman is a 24-carat genius, and I do not like the so-called New Critics, who seem to spend all their time in a bloodless exegesis of the obvious in complicated language. I cannot stand the atmosphere of any Faculty Club after a lunch consisting of overdone roast beef, heavy brown gravy, tomatoes in hydrochloric acid, peas, and apple-pie-a-la-mode. I think most sunsets are overrated, and my sinuses always bother me more in a dry climate than a wet one, no matter what the doctors say. I really think that I can tell one brand of cigarettes from another. It is my secret suspicion that no women, and few men, really like rye whiskey, or rum no matter how disguised.

I hate to read themes entitled "The Evils of Socialized Medicine" or "My Trip to Kansas City," but I often enjoy those which open "There is one professor on this campus who I cannot stand," even though my enjoyment is invariably tinged with apprehension lest it be I. So far it never has been, but I'm always afraid it's going to be. I detest co-eds who say they don't have the assignment because they weren't in class yesterday, as if that were a perfectly reasonable excuse. I tell students to call me "Mister" but am always secretly pleased when they say "Doctor" instead. I do not think, however, that I am entitled to my Ph.D. but that I simply got by because nobody ever really checked up on me. I also think that I worked harder than anybody else ever did to get it and that my dissertation is as good as anything Kittredge or Lowes wrote but since nobody bothers to read it, it will lie buried eternally in the library stacks.

I would enjoy participating in academic processions if they were not always followed by invocations, salutations, and benedictions, and nothing would please me more than never to have to go to another faculty meeting, anywhere, ever. I cannot stand hearing people praise wine for its "personality," as if the fruit of the grape were more important than the imbibers thereof; it is only by distinct effort that I can stand people who take a similar attitude toward foreign foods, and they must have many other qualities, all commendable. I believe that *All About Eve* is as good a movie as anybody has ever made, in Italy or elsewhere. It annoys me to sit on hard folding chairs with a projector whirring in my ears and a dusky screen before me while an interminable Russian masterpiece jerks rainily before my eyes; I may never buy another ticket in anybody's Film Society.

It strikes me that most regulations proposed by college registrars and comptrollers have nothing to do with academic efficiency, but are promulgated for nasty psycho-

A student had been summoned to the Dean's office to account for some absences. In response to one question, he contritely admitted: "I should have gone to Botany."

Responded the Dean: "You was wrong in your choice. You should of went to English."
(Reported by Dean Robert S. Hopkins, Univ. of Mass.)

logical reasons, since I have known very few happy registrars and only one happy comptroller. I believe that fully 90% of the information called for on printed forms is never referred to by anybody for any reason, and I especially include forms prepared by colleges for their students to fill out. I am alternately amazed and amused by the play-acting that goes on among adults in the academic profession, though I am comforted to observe that it is apparently less dangerous than the play-acting among generals and tycoons. In all my life, I have known only one completely honest and thoroughly efficient automobile mechanic. He had ulcers.

If we have to have another war, I hope to God we will drop that guff about what wonderful friends we are with the whatever people and we are only fighting their leaders, and I think any system for deferring college students from the draft on the basis of competitive examinations is damnable. I am getting very tired of radio commentators who make their living by reminding me that it is later than I think. If it is, then the hell with it and what are YOU doing about it. Mr. Kaltenborn? I think all college professors, including myself, would be better off emotionally if they were occasionally to spit in somebody's eye. I mean literally.

I dislike going to lectures, much preferring to read about them the next morning. I regard a compulsion to keep abreast of the latest Broadway productions and the newest novels as on no higher, and no lower, a plane than a compulsion to collect sea-shells or straighten out paper-clips. My work-space is always very neatly arranged, and I know what that means to a psychiatrist, but I am nevertheless annoyed by people whose desks look like overturned wastebaskets. I think American professors would be much happier if they could wear gowns to class, as professors are reputed to do in England.

On the whole, people who are too good annoy me, I think, more than people who are too bad. I believe the teacher has a moral obligation to practice a certain amount of autocracy in the classroom, and I am invariably enraged by the fuzzy-minded argument that the function of education is only to provide the questions and not the answers. I think that final examinations should either be patrolled sternly and constantly, or else should be completely open-book. I have never studied under a good scholar who was not also a good teacher, but I have known some bad teachers who did a great deal of publishing and some good scholars who did none. I do not think it would hurt college professors in the least if they could all be rich, and I think most of them would rather enjoy it.

TOM BURNAM
Colo. State College of Education
Greeley, Colorado

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Dec. 27-29

On Like Again

In the *CEA Critic* of December, 1951, p. 3, Mr. Raymond Pence inveighs against those persons who, while endeavoring to maintain the niceties of usage, "fall over backward into logical inconsistency." Though Mr. Pence used the editorial we, I feel sure he did not mean to include himself in the number of those being inconsistent.

In trying to make a case for the use of the word *like* as a preposition, he employs several illustrations. In the first sentence, "He seems like a good fellow," Mr. Pence asserts that *like* is used as a preposition. Certainly there is no objection to this usage. Next he cites a sentence, "We will talk now about what we shall do tomorrow," in which he says the noun clause "what we shall do tomorrow" is the object of the preposition *about*. This explanation is in order.

However, in the next sentence, "It looks like it will rain," which sentence is offered as an analogous case to that just cited, and which contains *like* allegedly used as a preposition, there is really no analogy at all. In the preceding illustration, "We will talk," etc., a subordinate clause, "What we shall do tomorrow," introduced by a relative pronoun (i. e., a subordinating word) is the object of the preposition *about*. However, in the sentence, "It looks like it will rain," if we assume that *like* is a preposition, then what follows, or "it will rain," has no subordinating word to introduce it; and since by definition a subordinate clause must be introduced by some subordinating word, like a relative pronoun or a subordinate conjunction, then "it will rain" cannot be a subordinate clause, object of the preposition *like*. Actually in this sentence *like* is not a preposition at all, but a comparative particle, used as a conjunction.

It is conceivable that some later time may sanction the use of *like* as a conjunction, but present day standards frown upon it.

KATHRYN HUGANIR
American International College
Springfield, Mass.

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Greater NY CEA - Hunter College Session

Values of Literature

Great literature educates the emotions and fortifies the spirit, said Oscar James Campbell, professor emeritus of English, and executive of the English department, Columbia University, in a panel discussion at the fall meeting of the Greater New York section, CEA, Hunter College, Nov. 8. "It helps us to grow up."

The topic was "Fundamental Values of Literature Today."

The place of the teacher of literature is not very well understood, Prof. Campbell stated, adding: "Our colleagues think we're grammarians and are careful not to say 'he don't' when they're in our company."

Lennox Grey, professor of English and chairman of the department of the teaching of English and foreign languages, Teachers College, Columbia, and NCTE president, opened his talk by saying that teachers of literature were in trouble, "but then we're always in trouble."

After naming an extended list of individuals who have in the past contributed so much toward a scholarly understanding of what is called "comparative literature," Prof. Grey asked, "Why haven't we done more with what they've given us?"

He listed the principal difficulties as: 1. Too much territory in the field to cover; 2. Continually going off on new tangents; 3. The ambiguity now connected with the term "English" teacher; 4. the uneven nourishment of the field by research.

Harrison Smith, president of the Saturday Review Associates and an associate editor of *The Saturday Review*, strongly deplored the large proportion of filth and dirt in contemporary American literature. Many young American writers are wasting genuine talent in "gruesome fairy tales," he said.

Carl Lefevre, Pace College, as moderator, encouraged lively audience participation.

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On Psychology and Literature

(Some comments on panel discussion, Greater NY CEA meeting)

1. [Commenting on the remarks of the lady who objected to a student's search for an inferiority complex.] The student was seeking for information which it was the duty of her English teacher to be able to give her. The motivating dynamics of the author, of his characters, and of the reader are basic to an understanding of literature, and, far from derogating the "literary" standing of the teacher, will substantially add to it.

2. [Commenting on remarks which formulated a concept of "emotional maturity."] Emotional maturity is not something which is attained at a certain level of age or education; it is present whenever the individual is so adequately adjusted, psychologically and emotionally, that he has reached the level of maturity appropriate to his age.

3. [Commenting on Prof. Campbell's conception of the psychological-emotional "values" inherent in the study of literature.] There seems to be a conflict between Prof. Campbell's admission of the release of emotional tension and the resolution of psychological difficulties as a "value" in literature and his unwillingness to admit systematic study of the ways in which authors achieve these ends as a valid critical method in approaching that literature. As long as the concept of emotional release remains vague, it is respectable; when techniques which are characterized by the "dirty" word Freudian are applied to author, character, or reader, they become unwarrantedly suspect.

LEONARD E. MANHEIM

President, New York City Association for Teachers of English; Editor, *Literature and Psychology Newsletter*.

The "Psychology-Conditioned" Student

One's doubts about the "psychiatric approach" to literature are stirred up most when undergraduates try to use it 1) to determine an author's unconscious motives in writing a particular work, and 2) to substitute for a judgment of the author's achievement in that work.

Use No. 1 may launch an interesting and profitable discussion, though the enthusiast has to be warned that the scantiness of available biographical evidence or the failure to notice all the internal evidence can result in only a tentative, perhaps a worthless, diagnosis. No harm is done if it is recognized as tentative. The trouble is, that undergraduate psychologists are usually recent converts in love with a fashionable vocabulary, and not over-given to scientific caution. Perhaps this fact is only a legitimate, healthy challenge to the English Department's power to support a sounder intellectual trend, one which the Psychology Department would also support.

Use No. 2 is even harder to combat. In my own recent experience, students are likely to interpret every conflict in a modern novel or play (whether an inner conflict of the protagonist's or one between

him and his environment) as evidence that there is something very wrong with the hero and consequently with the author himself. The word for it is "maladjusted"; but they have imbibed from psychology teachers and other cultural influences the unspoken assumption that to be maladjusted is, if not morally wrong, at least thoroughly pitiable—a state calling for therapy which only psychiatry is competent to give.

The English instructor's attempt to encourage imaginative self-identification of reader with protagonist, or discrimination and enjoyment in matters of form and style is thus blocked at the very start. The student discovers that the hero is maladjusted. Anxious to demonstrate his own happy adjustment to things as they are, he often becomes completely intolerant of studying the art and inner logic of the work itself. He sees no difference in function between a tragedy and a case-study in his Psychology textbook. With that misapprehension, he is likely to acquire a more and more patronizing attitude toward art and artists.

What can be done about it? Personally, I wrestle with the problem as it arises, and pray each semester that I will not find too many amateur psychiatrists in any one class. It is not a new problem, of course. Mr. Trilling's excellent essay, "Freud and Literature" (1941) enlightens the instructor; I wish it could be rewritten in terms suitable to an elementary introduction to college literature. Recently I have found David Reisman's *The Lonely Crowd* an extremely interesting explanation of how and why our students "got that way" (i. e., afraid to be different). Only the fact that on every college campus, committee meetings and conferences among the faculty have reached the limit of available time and human endurance prevents me from suggesting that teachers of psychology and literature more often meet each other face to face, and carry on a perennial, lively, public debate on the issues I have raised.

ELIZABETH L. MANN
Adelphi College

Cooperation and Noblesse Oblige

As professors of the humanities, we often make big claims, based on our grand ideals and our glorious past. We have long professed the arts of communication and the incarnation of moral values in the flesh-and-blood vitality of wizard-powered words. We have long professed the arts of human relationships, too. So now we say we have a major rôle to play in fostering sorely needed world consciousness and cooperation.

If we are to make good this boast, and I think we have a fighting chance, we must start at home, in our own academic halls. We must prove the integrity of our claims by practising, among our own groups, the teamwork we say we can teach the world.

Our meeting today promises to be an object lesson in such teamwork. Here, on our program, have been brought together spokesmen from several sectors of our professional concern. These sectors overlap but each has its distinctive areas of aims and activity.

Let us be frank. There was a time when we could not have enjoyed a discussion in which participants from all the organizations here represented appeared under the auspices of one of them. Personal antagonisms were too strong. Inter-organizational frictions too sharp. And let us be realistic. This morning, unless I miss my guess, we shall witness real conflicts of opinion. Yet I am confident that these differences will be confined to the issues involved in the theme under scrutiny, and that throughout, we will sense a cooperative quest for solutions to urgent cultural problems.

I hope the spirit of mutuality which permeates our session, marks the master-trait of many such cooperative enterprises in the future. We of the College English Association—the record both of our regional and our national efforts bears this out—have been ready to work with all individuals and organizations that want, as we do, to improve our professional

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status, to strength our *esprit de corps*, to raise our total efficacy as scholar-teachers of English in the academic community of American higher education. And we have not hesitated to provide the "open career" to talents proffered us from other organizations. We have been ready to receive—and to give. We have poured our experience and our constructive energy into the common pool.

Not that we have lacked adequate pride in our own distinctiveness. We have tried hard not to have our own features dissolved in the saccharine sprays of diplomatic love-fests. Nor would we willingly be party to "phony" cooperation. I mean the kind that is just an euphemistic prelude to *Gleichschaltung*—the Python-absorption of all the rest by one member of the party. We are ready to cooperate all-around and with all. But we have one proviso: that we all observe the code of *noblesse oblige*, that we make our joint enterprises truly mutual—truly two-way affairs, among peers.

In cutting across stereotyped organizational lines to set up this morning's cooperative venture, the Executive Committee of the Greater New York College English Association deserves our thanks; as it does for the stature of the speakers and the centrality of the subject.

When, a few years ago, even last year, we of the College English Association—especially my predecessor Robert Fitzhugh—kept insisting that we faced a major professional and disciplinary crisis, which called for radical examination and prescription, we were called "Calamity Janes," and our publication was dubbed "Frustration Forum."

Even last December, on the train to the Detroit sessions of the MLA and our national CEA meeting, one of our own CEA leaders called me a Cassandra and complained that I was a sensationalist in my dark picture of the outlook for our profession. ["GHQ & Field Notes," Where Do We Go from

Or Hang Separately - Comments on CEA Liaison Efforts

Brother Cormac Philip's letter in the October issue of *The CEA Critic* is an eloquent statement of a point of view with which all of us who value the Humanities must agree. Unless the English teacher sees himself principally as the conveyor of skills to enable the student to take on and digest "the cream," i. e., literature, he is on his way to forfeiting his own sense of his peculiar value in the educational process and in society.

Vigorous presentation of such a point of view certainly should have a place within the proceedings of such a conference as was held in Amherst. But it seems to drop beside the point as a critique of the whole project of initiating such a relationship between teachers and the executive world as that conference began. The condition against which Brother Cormac protests might not have gone so far if liaison such as that initiated by the Institute had been established earlier. Admittedly too much energy is being extended by teachers and administrators to meet detailed curriculum demands that business was making ten years or more ago. Too few are aware of the business man's growing sophistication about the educational menu. The *gourmets* are more numerous than you think!

As one who did not have the privilege of attending the Institute at Amherst, but did sit in on the meeting in New York on September 8th, I might point out that the discussion

here? Dec. 1951 *Critic*.] I then said to him: "O. K., write a piece for *The Critic* to show where I've distorted, and where the skies are not so dark for us." He accepted the challenge. Months went by. When I next saw him, I asked him where his article was. "I haven't written it," he replied. "Why not?" "Because after what I heard at Detroit, I couldn't. What I heard there confirmed the picture you had drawn."

People say the swelling demographic tides will resolve our crisis. Perhaps that of *employment*. I doubt if it will the crisis involving the continuation of our humanistic discipline itself—at least as we have traditionally known it. That crisis is far deeper. The crux is this: without letting go of our long-cherished humanistic ideals and regimen, can we so modify them that, maintaining their integrity, they will become freshly, essentially relevant to our radically altered civilization? If they cannot make these adjustments, they'll go under. If they can make these adjustments only by transforming themselves into something less and lower than they should be, then they are dead ducks—the humanities.

In exploring the theme of the fundamental values of literature today, we are probing right at the heart of our humanistic crisis. We need the best thinking we can get for this task. We need the best co-operative effort we can get. That is what we have here this morning. That is why I think this meeting so important. If we are successful, we shall have set a pattern which will be followed in other CEA meetings, both regional and national. I believe this is all to the good.

sion at the latter represented more than one level in the thinking of business on this problem. No one tried to tell anyone what to teach, as I remember it, except those from business who exhorted the teachers to strengthen the humanities.

Business men will on the whole, I think, not come to this activity to dictate. They also want to be told. It is true they want efficiently trained people, but many of them have learned from experience to want more than training; they want educated people who can see more than technical dimensions, people with a sense for wider meanings, and they are very often out ahead of the educators in their definition of what education should be doing to this end.

The teacher of the humanities has the duty of opening a wider world of values to his students. I think Brother Cormac will agree that the teacher also has a duty to demonstrate some connection between those values and the ingredients of our society, even if only by implication. Part of the process of teaching literature would seem to me to consist of indicating (without moralizing) the present form and condition of the values which the student finds embodied in his reading. The fact that there seems to be more concern for the humanities in technical schools today than in many of our liberal arts colleges is significant of the fact that the humanities have not made that connection in their traditional home. One of the largest gains I expect from this joint activity is the building of a means of communication from the teachers to the executive world. And the traffic over this wire will be two-way. It need not concern itself only with the minutiae of placement bureaus; it can and must reach to cover the whole spectrum of the humanities in our civilization and the preparation of people with high standards of values to send to business careers.

One of its biggest values can be an establishment of mutual understanding on practical problems. Consider the elements of just one of these as an example: A very large corporation can afford to hire college graduates and train them over a period of years before they pull their weight for the company. These corporations are finding from experience that mere technical training in a specialty does not fit a man for the executive duties he will have to perform not so far up the management ladder. These companies will tell us what they want, in general terms. They are ready to take the humanities' word in large measure on how the qualities they seek are to be developed if that word is made hard-bitten enough. There is no reason why the arts, which are the product of millions of years of man's dealings with the tough stuff of human experience, cannot demonstrate their adequacy for this function. Many of the representatives of these companies are harder in their comments on the sheer business English—advertising copy—communications' curricular—than any crusty old Greek professor could be.

On the other hand, it is no treason to the humanities for the teacher to recognize that medium-sized and smaller companies cannot afford to hire a man who can't pull

some weight in the company's operations during his first few days on the job. Teachers should be prepared to consider it not betrayal if the student spends a small proportion of his time in college acquiring some skill which is immediately marketable. If we have faith in what the humanities can do for the whole man, we should not doubt that the liberal arts major can pull ahead as executive material once he gets his foot in the door. I know several companies that will defend this thesis. There is a great deal of work to be done in establishing the healthy proportions of such a curriculum, and if the English teacher doesn't make his views known about it, there are few in college administration or the sciences who will do it for him. Wouldn't it be useful to cultivate some allies from the market place to hold up the humanities' hands on this?

There are other areas where the English teacher will profit by such contacts as these, and where he can do a job which the placement bureaus are the first to admit they cannot do. After this election it may well be that business men will be lonely without their usual ration of needling from the government. They may welcome some humanistic needling in its place. From my experience at the American Management Association I can say that most business men take needling with grace, and profit from it to a greater extent than many professional groups show any disposition to do. Hilarious olympian controversy, too, is something they may be more ready for than you think. The prerequisite for it is recognition of common goals. Clarence Randall has said recently about business and the professor the equivalent of "If we don't hang together in this world crisis, we'll hang separately."

Operational definition of these goals should be part of the agenda for the new liaison groups. Contact with larger problems might even contribute, on the college side, to raising the typical academic or intra-departmental ruckus from a needling bicker to a reasoned controversy.

FREDERIC E. PAMP, JR.
American Management Association

I think Fred Pamp's piece excellent, and it avoids, also, being controversial.

JAMES M. TOMPKINS
Chairman, "Johnny Victor Meeting" (C. V. Starr & Co.)

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Calif. CEA

A Pacific Institute on Liberal Arts for Business, Dec. 6, in the new Statler Center, Los Angeles. Major business and collegiate institutions from San Francisco to San Diego are expected to attend.

Luncheon will be followed by a panel discussion. Participants: Ralph Boynton, Ass't. Director, Staff Training, Bank of America; A. B. Paulson, Educational Director, Farmers' Insurance Company; Gene Cory, Employment Manager, Pacific Telephone and Telegraph Company; Joseph A. Bernard, Employment Supervisor, Union Oil Co.

Regional President C. K. Sandelin (Los Angeles State) reports that the projected conference "is gathering momentum and promises to be highly successful. Invitations have been sent 600 miles north in California, and as far east to Arizona and New Mexico. . . A completely friendly comment here and there from our business and journalism colleagues indicates their mingling of surprise and delight at our action. My first emphasis is always on non-competitive cooperation, and their first reaction is always one of encouragement. Thus, by implication, these meetings have internal campus values too. Departmental walls breach themselves.

I very much enjoyed the meeting at the Johnny Victor Theater and hope that there will be a continued effort to bring the representatives from business and academic life together. For some time it has been my impression that neither group knew very much about the work of the other and from such lack of information sprang hostility that was quite undesirable. If the CEA or any other group can do anything to bring more light on the subject, it will have performed a distinct service to both groups.

I shall be happy to see you again at any time and hope that real accomplishments will come from these initial efforts.

J. L. VAUGHAN

President, Institute Textile Technology, Virginia.

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SC-CEA

On Nov. 1, at Denton, Texas (TSCW), the thirteenth regional unit of the College English Association was organized, and provisions were made for a meeting when SC-MLA convenes at Stillwater, Oklahoma, in the fall of 1953. Margaret Lee Wiley (ETS) is serving as chairman. About 100 attended the meeting.

Commenting on the discussion of the CEA Institutes and allied Liaison activities, Prof. Leisy writes: "The reports by John Hays and Margaret Wiley were exceptionally well presented and aroused much interested discussion. In fact, Lloyd Douglas of Oklahoma A. & M. College is prepared to use these reports at once with a committee from their School of Business. We are therefore having them mimeographed and sent out as early as possible."

Prof. Autrey Neil Wiley, chairman of the local committee, remarks: "The reports on the Amherst Institute and the meeting in New York created keen interest."

Va.-W. Va. N.C. CEA

Annual meeting, Woman's College, Univ. of N. C., Nov. 8. "A very good meeting. . . 65 members. . . ten or so visitors. . . Dinner speech: 'The Mind of the South.' Mr. William Polk spoke very well. . . made comments pertinent to the recent trends in the voting on Nov. 4. . . New officers: Pres. Mary Vincent (Hollins); Vice Pres., J. C. Drake (Wake Forest), Sec'y-Treas., Mary Nichols (Longwood).

Reported by JANE SUMMERRILL

NECEA

Fall meeting, Wheaton, Nov. 1. "Things went smoothly; Curtis Dahl did a splendid job, as did the other members of the faculty; and it was a real privilege to be asked to the President's house for our reception."

NORMAN PEARSON

Spring Meeting: Univ. of N. H., May 9.

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NECEA

The discussion led by John Ciardi (panelist, 1953, CEA meeting (Dec. 28, 6 p. m., Bay State Room, Hotel St. . .) was well attended and there was much lively talk. The leader's thinking went thus:

1. The Freshman English course is first of all a course in how to go to college.

2. Its best single measurement of achievement lies in how well students master the techniques of the term paper by the end of the year. For if they have done that, they have mastered the rudiments not only of expression, but of compilation and evaluation.

3. Within his experience (and it seems to be the experience of most others as well) the standard approach to the term paper leaves too much to chance, because the instructor, lacking real familiarity with the material the student has been handling, cannot get into a really constructive critique.

4. The most important single element in the term paper, as he sees it, is evaluation of evidence.

Prof. Ciardi presented the method developed by English A at Harvard for treating the Freshman term paper project. Instead of sending students to the library to "research" a wide range of topics through secondary sources, the Harvard project presented 200 pages of selected evidence from primary sources concerning the Salem witchcraft trials.

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RMMLA

Donald Lloyd (Wayne) and Paul Roberts (San Jose State) represented the national CEA at the linguistic and teaching sessions at the RMMLA Conference, Fort Collins, Colo., Oct. 10-11.

The American Studies Association announces an open conference "Europe's View of America Today," Nov. 28-29, 1952, Library of Congress. Inquiries: Conference Chairman: Dean Charles Manning, Univ. of Maryland, College Park.

George S. Wykoff (Purdue) represented the College English Association at the inauguration of Dr. Russell J. Humbert as fifteenth president of De Pauw University, Oct. 18.

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